

Writing Rubric – End of ES1				
Content/ Aspect	1-Initial/ Limited Knowledge	2- Working Towards	3- Working At	4- Working Beyond
Text Features	<ul style="list-style-type: none"> -Ideas in text show little connection -Ideas in text are not sequenced and have little or no structure 	<ul style="list-style-type: none"> -Beginning to include two related ideas in text -Ideas show some sequence in text with some inconsistencies -Some structural elements included eg, title only 	<ul style="list-style-type: none"> -Two related ideas included in text -Ideas are sequenced in text -Recognisable structural features eg, a title, introduction, description, sequence, conclusion. 	<ul style="list-style-type: none"> -Writes a variety of texts and sentences including compound sentences. -Beginning to use a range of conjunctions in texts -starting to group sentences into paragraphs -Using subject-verb agreement
Sentence-level Grammar	<ul style="list-style-type: none"> -Requires support to write a simple sentence -Own sentences missing elements to make them complete -Starting to identify nouns and verbs with support 	<ul style="list-style-type: none"> -Starting to write simple sentences including subject and verb -Can use nouns in own writing and is starting to identify the difference between nouns and verbs -Requires some support to connect simple sentences. 	<ul style="list-style-type: none"> -Can identify and use verbs in simple sentences -Write a simple sentence with correct subject-verb-object structure to convey an idea -Identify and use nouns in own writing -Uses prepositional phrases to indicate time or place -Uses and identifies time connectives -Can connect two simple sentences to make a compound sentence 	<ul style="list-style-type: none"> -Starting to use coordinating conjunctions in compound sentences -Can combine and separate clauses. -Can expand on noun groups to build descriptions -Use verbs to add details to writing -Uses time connectives in the correct sequence
Punctuation	<ul style="list-style-type: none"> -May include a capital letter in starting sentence -Requires support to include capital letter and full stops 	<ul style="list-style-type: none"> -Some capitals letters at beginning of sentences and full stops at the end. -Starting to use capitals for proper nouns, may be inconsistent -Starting to utilise exclamation marks and question marks 	<ul style="list-style-type: none"> -Use a capital letter to start a sentence and full stop to end -Uses capital letters for proper nouns -Uses exclamation marks and question marks, understanding their purpose 	<ul style="list-style-type: none"> -Correctly uses capitals letters where appropriate and full stops to end sentences. -Uses exclamation marks and question marks correctly -Understands and starting to use commas to separate ideas.

Word-level Language	<ul style="list-style-type: none"> -Difficulty distinguishing between verbs and nouns in own writing -Difficulty/ inconsistency with selecting articles in own writing -Difficulty selecting words to use in own writing, inconsistent/ unrelated choices 	<ul style="list-style-type: none"> -Starting to distinguish between verbs, nouns and adjectives in own writing -Starting to use correct articles in own writing -Using verbs and nouns and starting to link meaning between them -Using some personal vocabulary when writing 	<ul style="list-style-type: none"> -Explain purpose of verb, noun and adjectives in own writing -Intentionally select nouns, verbs, adjectives and articles in own writing -Use personal vocabulary, words on display and in mentor texts when writing. 	<ul style="list-style-type: none"> -Starting to use some creative word play in writing -Makes intentional word choices to enhance writing
Planning and Revising	<ul style="list-style-type: none"> -Inconsistent with drawing ideas when planning for writing -Requires teacher support to apply teacher feedback to own writing 	<ul style="list-style-type: none"> -Uses drawings and images to support writing or convey some ideas -Starting to edit some aspects of texts after teacher feedback 	<ul style="list-style-type: none"> -Uses drawing, images or mind maps to support planning and writing -Edit texts after receiving feedback and support from teacher 	<ul style="list-style-type: none"> -Re-read own work and apply teacher feedback to improve writing -Uses a variety of planning strategies to create texts -Can identify the audience and purpose of written texts.
Spelling				